

**Vermont Department of Education Factors for Rapid School Change**  
**Supervisory Union School Support Team Self-Assessment Rubric**

**APPENDIX B - Addendum**

The purpose of this document is to provide guidance to the SU School Support Team (Superintendent, Special Education Administrator, School Principal(s) and Curriculum Coordinator) when completing Attachment B, INITIAL SELF ASSESSMENT OF MAJOR FACTORS FOR RAPID CHANGE IN SCHOOL IMPROVEMENT. It is designed to identify your school's readiness to engage in processes which will lead to rapid school change, and is not intended to be a comprehensive assessment of all factors which lead to sustained school improvement. Attachment B should be completed for each school applying for funds and included with the application package.

Major Factors	Not evident	Emerging	Strong	Roots of Success- <i>Effective Practices in Vermont Schools</i>
<b>1. The Principal has communicated a sense of urgency with a prioritized plan for improvement and is present and recognized in the school as the instructional leader.</b>  <b>The Principal can identify priorities for action and ‘quick wins.’</b>	The school's action plan provides guidance for improvement of the school, but lacks a clear and specific focus on instructional improvement in the classroom.	The school has an articulated plan of action for improvement, informed by student data, and designed to ensure higher levels of success for all students.	The school has an articulated plan for improvement, in conjunction with SU-wide vision, goals and initiatives, which utilizes aligned curricula and student performance data as the primary focus of discussion about areas in which the school needs to improve.	<b>LEADERSHIP</b>  <i>Effective systems are guided by strong leadership.</i>
	The principal does not regularly engage the staff in discussion on the attitudes, behaviors or commitments required to ensure high levels of learning for all students. If school improvement is discussed, the focus is primarily on what <i>other</i> groups can do.	The plan is reviewed with the full staff a few times each year; the goals outlined in the plan are beginning to influence instructional decisions in a meaningful way.	All staff members have worked together to establish long and short term improvement goals for their school. The goals are clearly communicated.	
	The principal, rather than an improvement team, is regarded as having sole responsibility for school improvement.	It is clear to the staff that the plan for improvement represents a driving force in the daily work of the school and is a priority for the principal.	School-wide improvement is viewed as a collective responsibility and led by the principal as instructional leader, serving as a coach, partner and cheerleader, and includes: <ul style="list-style-type: none"> <li>- posing questions</li> <li>- creating collaborative decision making processes</li> <li>- providing the staff with information to support full implementation of the plan for improvement</li> <li>- being regularly present in the classroom</li> <li>- insuring assessment tools and strategies are implemented to measure progress toward the goals</li> </ul>	

Adapted from “A Theory of Action” (Richardson, 2009)

	There is minimal coherence between the Principal vision and the SU vision of school improvement.	There is dialogue between the leaders of the SU regarding a common vision for improvement, with building principals leading their staff.	There is planned collaboration and support at all levels for a common vision for school and supervisory union improvement.	
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Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>2. All teachers and administrators know what a continuous improvement system is, how it works, and that the basis of that system is accountability through regular examination of student outcomes.</b>	The school lacks a comprehensive system that enables teams to track data on a regular basis and use data to continuously <i>improve instruction</i> .	Teacher teams periodically gather data that enable them to monitor the progress of students.	Everyone in the school participates in an ongoing cycle of planning, doing, checking, and acting to improve results.	<b>CONTINUOUS IMPROVEMENT</b>  <i>Effective systems take responsibility for students' achievement and therefore work to continually improve their own practice.</i>
	The school would have a difficult time answering the questions: “Are teacher teams becoming more effective in their teaching? Are all student cohorts making progress in the curriculum?”	Individual and team goals to <i>improve instruction</i> are identified but the goals are typically stated as projects to be accomplished.	The culture is based on the systematic gathering and analysis of data to identify discrepancies between actual and desired results, goal setting to reduce discrepancies, developing strategies to achieve the goals, and tracking improvement indicators.	
	The staff is not directly involved in setting and defining school improvement goals. If goals exist, they have been developed by the administration.	The goals do not yet influence instruction in a meaningful way.	All staff members pursue measureable goals as part of their routine responsibilities and demonstrate a willingness to pursue challenging goals to continuously improve their instruction.	
	The superintendent and central office leadership are not involved with a prioritized plan for improvement.	The superintendent and central office leadership support the prioritized plan for improvement.	The superintendent and central office leadership have communicated a sense of urgency with a prioritized plan for improvement.	

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>3. The one curriculum has been aligned to state standards and focused from K-12; all teachers understand the main focal points that must be taught over the year. The curriculum is based on high expectations and rigorous requirements for all students.</b>	<p>The school does not regularly engage in a formal process for curriculum alignment and renewal to ensure high quality core instruction is occurring at all grade levels.</p>	<p>Systematic methods to assure that high quality core instruction is based on the articulated curriculum are emerging.</p> <p>The school lacks history in engaging in structured vertical and cross- grade discussions to define the essential learning for all students.</p>	<p>Systematic methods to assure that high quality core instruction are based on the articulated curriculum.</p> <p>Horizontal and vertical curriculum discussions occur on a regular basis so teachers are aware of what is being specifically taught at all levels.</p>	<p><i>PROFESSEIONAL TEACHING CULTURE</i></p> <p><i>Effective systems establish a professional teaching culture that supports high-quality instruction.</i></p>
	<p>There is no uniform curriculum aligned to standards. Students studying the same subject with different teachers in the same school often learn vastly different content and have vastly different learning experiences.</p>	<p>The curriculum has been aligned to state standards but structures are not in place to ensure the curriculum is implemented with fidelity and integrity.</p>	<p>The curriculum has been aligned to state standards with agreed learning outcomes for students in all disciplines at all levels, and each team offers a guaranteed and viable curriculum in which:</p> <ul style="list-style-type: none"> <li>1) the one curriculum is implemented with fidelity and integrity</li> <li>2) individual teachers do not have the option to disregard or replace agreed upon content</li> <li>3) mutual professional accountability occurs to ensure all are following the agreed upon curriculum.</li> </ul>	
	<p>Students with intensive needs have alternate curriculum, unrelated to grade level curriculum, activities or materials.</p>	<p>There are some regular education teachers, gifted/talented teachers and special educators working together to modify grade-level academic instruction for students with intensive needs in addition to functional program goals.</p>	<p>All teachers and special educators work together when it is necessary to modify grade-level academic instruction for students with intensive needs.</p>	

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<p><b>4. The schedule permits common planning time, grade level meetings, data team meetings, and after school focus on curriculum and instruction.</b></p> <p><b>The schedule is focused on student academic and social successes and does not get bogged down in several different and weakly defined initiatives.</b></p>	Grade level/content teams meet infrequently (1 – 2 times a month or less) and teams are not always clear about what the team is supposed to accomplish.	Grade level/content teams meet 2-3 times a month with a focus on student data.	Grade level/content teams meet a minimum of once a week and work <i>interdependently</i> to achieve the clearly stated goals they are expected to accomplish.	<p><i>PROFESSEIONAL TEACHING CULTURE</i></p> <p><i>Effective systems establish a professional teaching culture that supports high-quality instruction.</i></p> <p><i>USE OF DATA</i></p> <p><i>Effective systems use data in an ongoing way to provide feedback to staff as well as monitor and support students.</i></p>
	Team meetings lack agreed norms so teams are unable to reflect on how they are functioning for their operation; ongoing training in collaboration does not occur.	There is an abundance of agreed norms available to teams, and discussions focus primarily on ways to support students with challenges.	<p>Teams have a clear sense of direction in their meetings and recognize they need each other to be most effective.</p> <p>Examples of tasks teams addressed in their meetings include:</p> <ul style="list-style-type: none"> <li>- defining the intended outcomes for a unit of study in relationship to the school's curriculum,</li> <li>- agreeing on the common assessments for the intended outcomes</li> <li>- defining the expected proficiency levels for each assessment,</li> <li>- analyzing the results of the common assessments given to students,</li> <li>- engaging in collective inquiry to identify instructional strategies to address students not meeting expected proficiency levels.</li> </ul>	
	Team discussions during meetings frequently focus on activities and coordinating calendars, rather than on curriculum, assessment, and data as it relates to the improvement of instruction.	Discussions are slowly beginning to move from gathering and analyzing data to discussions about <i>instructional strategies</i> to address learning needs, implementing the strategies, analyzing the impact of the instructional changes to discover what was effective and what was not, and applying the new knowledge in the next instructional cycle.	<p>The school is a learning community, where meetings and professional development activities focus on <i>instruction</i> to address:</p> <ul style="list-style-type: none"> <li>- student learning needs</li> <li>- implementation of research-based strategies</li> <li>- modifications, accommodations, alternative instructional models</li> <li>- analyzing impact of the instructional changes</li> <li>- applying the new knowledge in the next instructional cycle</li> </ul>	

Major Factors	Not evident	Emerging	Strong	Roots of Success- Effective Practices in Vermont Schools
<b>5. Each grade level has common formative assessments that are given on a regular basis, tracked for each student, and reviewed at data team meetings.</b>	Data team meetings primarily focus on summative ('point in time') data without formative ("point in time") data available.	Most teams have a plan for reviewing the formative data assessments at regularly scheduled data team meetings to inform instruction and supports.	<p>The team has an agreed upon plan for reviewing the formative data assessments at regularly scheduled data team meetings.</p> <p>Teams regularly ask, “<i>What can we do as a team to improve our instruction and provide the needed time and support?</i>”</p>	<p><i>USE OF DATA</i></p> <p><i>Effective systems use data in an ongoing way to provide feedback to staff as well as monitor and support students.</i></p>
	Grade level/content teams lack a progress monitoring system or have one in place which relies on published assessments without a strong research base or designed to measure students' progress only at a specific 'point in time' e.g. twice a year, each trimester, end of unit.	Grade level/ content teams recognize that a well designed progress monitoring system provides a balance between common, curriculum-based assessments to provide 'just in time' information and summative assessments providing 'point in time' information.	<p>Each grade level/content team has an effective and comprehensive progress monitoring system with:</p> <ul style="list-style-type: none"> <li>- established proficiency standards for each skill/concept –</li> <li>- learning outcomes for all instructional units –</li> <li>- common assessments with 'point in time' and 'just in time' tools designed to determine each student's mastery</li> </ul>	
	Data is collected individually on formative and/or summative assessments, but is not systematically analyzed for planning by individuals or data teams.	Individuals regularly review the state, local & school-wide assessment results but may not identify indicators of weakness in the instruction or curriculum, or identify whether specific cohorts of students are not making progress.	<p>Individuals regularly review assessment results to:</p> <ul style="list-style-type: none"> <li>- identify for global indicators of weakness in the curriculum</li> <li>- identify whether specific cohorts of students are not making progress</li> <li>- shape targets for phased focus areas of improvement</li> <li>- to identify barriers to success</li> <li>- design professional development plan daily instruction.</li> </ul>	

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>6. A school data team reviews student progress on formative and other assessments and reports these results regularly to the faculty. There is a computerized school data system in place for tracking all student outcomes.</b>	The school and/or supervisory union have no teams or just developing teams to use student progress data for comprehensive planning.	The school and/or supervisory union have teams in place to begin to use student progress data effectively and systematically for planning.	Collectively, the school and supervisory union have a climate where teams are effectively and systematically using data for comprehensive instructional, curriculum and supports planning.	<b>USE OF DATA</b>  <i>Effective systems use data in an ongoing way to provide feedback to staff as well as monitor and support students.</i>
	There is little or no collection, analysis, or utilization of collective student progress data to serve as the basis for monitoring progress, classroom instructional needs, or school improvement.	There is some collection, analysis, and utilization of student progress data using multiple sources of student learning, application, and engagement, beginning to serve as the basis for monitoring progress, classroom instructional needs, and school improvement.	There is frequent, imbedded, and systematic collection, analysis, and utilization of student progress data using multiple sources of student learning, application, and engagement, which serves as the basis for monitoring progress, classroom instructional needs, and school improvement.	
	There is no state-of-the-art technology for data collection or analysis in place.	There is some technology for data collection and/ or analysis in place.	Data is sorted and analyzed, using school-wide state-of-the-art technology for support.	

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>7. Professional development is delivered in schools and classrooms by experts among the staff or outside consultants, and is focused on what has been identified as needing improvement by the school accountability system.</b>  <b>Teachers share what they have learned and visit each other's classrooms.</b>	Individuals determine their PD interests and activities according to personal goals.	Individual schools have plans which loosely guide teacher and principal PD activities.	Comprehensive, sustained, intensive approach to improving teacher and principal effectiveness in raising student achievement	<b>LEADERSHIP</b>  <i>Effective systems are guided by strong leadership.</i>
	Individual special interests /teaching areas drive PD activities- rarely focused on collective responsibility for improved student performance.	Interest groups and special initiatives drive PD, related to student performance  Selective groups of new personnel (staff, faculty, or administration) are supported and mentored for growth and development.	Fosters collective responsibility for improved student performance	
	Not aligned	Somewhat aligned	Aligned with rigorous state-wide standards and local area agency goals	<b>PROFESSEIONAL TEACHING CULTURE</b>  <i>Effective systems establish a professional teaching culture that supports high-quality instruction.</i>
	Usually outside of school in one-time activities.	Occasional planned PD is conducted among educators at the school and facilitated by well-prepared personnel (principals, coaches, mentors, master teachers, other).	Conducted among educators at the school and facilitated by well-prepared personnel (principals, coaches, mentors, master teachers, other)	
	Some PD among selective, highly motivated teams of teachers,	Primarily occurs when time allows among established teams of teachers,	Primarily occurs several times per week among established teams of	

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	principals, or other instructional staff,	principals, and other instructional staff	teachers, principals, and other instructional staff, with a continuous cycle of improvement	
	Does not define PD goals based on the analysis of the student achievement data	Beginning to define PD goals based on the analysis of the student achievement data	Defines a clear set of educator learning goals based on the rigorous analysis of the student achievement data	
	No coherent plan in place to establish educator learning goals for implementation of evidenced-based learning strategies (e.g. lesson study, development of formative assessments that improve instructional effectiveness and student achievement)	Beginning to establish educator learning goals for implementation of evidenced-based learning strategies (e.g. lesson study, development of formative assessments that improve instructional effectiveness and student achievement)	Achieves the educator learning goals identified by implementation of coherent, sustained and evidenced-based learning strategies (e.g. lesson study, development of formative assessments that improve instructional effectiveness and student achievement)	
	Rarely provides job-embedded coaching or other supports for transfer of new knowledge and skills to the classroom	Sometimes provides job-embedded coaching or other supports for transfer of new knowledge and skills to the classroom	Provides job-embedded coaching or other supports for transfer of new knowledge and skills to the classroom	
	Rarely assesses the effectiveness of PD in achieving learning goals, improving teaching, and assisting students in academic achievement	Sporadically assesses the effectiveness of PD in achieving learning goals, improving teaching, and assisting students in academic achievement	Regularly assesses the effectiveness of PD in achieving learning goals, improving teaching, and assisting students in academic achievement	
	Rarely used to guide improvements in teaching and student learning	Has potential for informing improvements in teaching and student learning, but is not yet consistently utilized.	Informs ongoing improvements in teaching and student learning	
	Little external assistance or activities such as courses, workshops, institutes, networks, and conferences which advance SU/ school-based PD goals is available or planned.	Some external assistance and activities such as courses, workshops, institutes, networks, and conferences which advance SU/ school-based PD goals is available and planned.	Supported by external assistance and activities such as courses, workshops, institutes, networks, and conferences which advance SU/ school-based PD goals.	

Adapted from: NSDC , Section 9101 (34) , No Child Left Behind Act of 2001

Adapted from “A Theory of Action” (Richardson, 2009)

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>8. The teacher evaluation system is capable of identifying teachers who are and are not providing adequate instruction in the classroom, with timely remediation efforts.</b>	Evaluation procedures or protocols are in place but are not well articulated and do not comprehensively address recruiting, evaluating, mentoring, and replacing personnel for student achievement improvement.	A basic evaluation system is in place and articulated with procedures and protocols for recruiting, evaluating, mentoring, and replacing personnel.  Student achievement is part of the evaluation system in place.	The comprehensive system-wide evaluation system is capable of identifying personnel who are and are not providing instruction in the classroom with timely remediation and replacement procedures with clear student achievement improvement.	<b>LEADERSHIP</b>  <i>Effective systems are guided by strong leadership.</i>
	Procedures and protocols are not necessarily consistent with the school vision and a school-wide learning community.	The procedures and protocols are in place and somewhat consistent with the school vision and a school-wide learning community.	A well articulated and comprehensive evaluation system is in place: <ul style="list-style-type: none"> <li>- consistent with the school vision for a school-wide learning community,</li> <li>- with procedures and protocols,</li> <li>- conducted in a systematic and timely manner</li> <li>- which uses a variety of valid and reliable data tools for effective and timely recruiting, evaluating, mentoring, and replacing personnel.</li> </ul>	
	The evaluation system is not yet linked to student learning and engagement, or the collective and individualized professional development programs for school improvement.	The evaluation system is beginning to be linked to student learning and engagement, and supported by the collective and individualized professional development programs for school improvement.	The evaluation system is directly linked to student learning and engagement, and with the collective and individualized professional development programs for school improvement.	
	Personnel evaluations are the same for all, not commensurate with personnel experience or expertise.	Personnel evaluations are somewhat commensurate with personnel experience and expertise and sometimes conducted in a systematic and timely manner.	Personnel evaluations are commensurate with personnel experience and expertise and conducted in a systematic and timely manner.	
	Training and support for those conducting evaluations is not in place, with no insurance of fidelity of the process or connection to student learning and engagement.	Sporadic training and/or support for those conducting evaluations takes place to support fidelity of the process and student learning and engagement.	Effective training and ongoing support for those conducting evaluations is in place to ensure fidelity of the process and positive impact upon student learning and engagement.	

Adapted from "A Theory of Action" (Richardson, 2009)



	Assessment of the evaluation system does not take place for its integrity, fairness, or fulfillment of the vision and goals of the learning community.	Assessment of the evaluation system sometimes takes place for its integrity, fairness, and fulfillment of the vision and goals of the learning community.	Assessment of the evaluation system systematically takes place for its integrity, fairness, and fulfillment of the vision and goals of the learning community.	
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Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>9. Paraprofessionals must have two years of college, have passed a test in mathematics and reading, and have taken a district training program.</b>	The school & supervisory union have not yet established specific highly qualified requirements for paraprofessionals who provide instructional support to students.	Many, but not all, instructional paraprofessionals in the school have met some, but not all, of the following requirements: two years of college, passed a test in mathematics and reading, and have participated in a district training program.	The school & supervisory union have established rigorous qualification requirements to ensure all paraprofessionals (not just those funded through Title I) providing instructional support have met the following requirements: minimum of two years of college, passed an assessment in mathematics and reading, and participated in a district training program.	<i><b>PROFESSEIONAL TEACHING CULTURE</b></i>  <i>Effective systems establish a professional teaching culture that supports high-quality instruction.</i>

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>10. The special education and student support system:</b> <b>- emphasizes regular classroom instruction,</b> <b>-utilizes a response to intervention system,</b> <b>- aligns an accountability system between the formative assessment system and curricular expectations of the regular classroom.</b>	A number of students receiving special education and/or gifted/talented services are provided one-to-one and small group instruction in skill areas during the time when the same skill area is being addressed within the general education classroom, resulting in students missing part or all of their general education instruction.	A critical mass of general education teachers makes a conscious effort to assume ownership for children receiving a special education or gifted/talented services, and has begun to modify practice as they include all students in the general education instruction.	Children receiving special education or gifted/talented services regularly participate in classroom-based instruction with the necessary supports, modifications and extensions, and receive necessary additional individualized services within and beyond the classroom.	<b>STUDENT SUPPORTS</b>  <i>Effective systems have a comprehensive and highly functioning support system in place to address students' academic, emotional, behavioral, and social needs.</i>
	Scheduling challenges are “driving” when and what special education or gifted/talented services a child receives.	The schedule is sometimes adjusted to accommodate the student to participate in the general education instruction and receive all special education or gifted/talented services in addition to, not instead of that instruction.	The schedule is flexible to accommodate the student to participate in the general education instruction to the fullest degree and receive all special education or gifted/talented services in addition to, not instead of that instruction.	
	Staff members have not yet articulated a school-wide response to students in need of intervention; it is left to the discretion of the individual teacher to determine the intervention.	There is an articulated educational support system which uses available data to drive intervention decisions, but systems are not yet in place to measure the influence of the intervention on learning.	The school has developed a consistent, systematic “response to intervention” system, based upon student data that ensures each student is guaranteed necessary time and support to access the general grade-level curriculum.	<b>USE OF DATA</b>  <i>Effective systems use data in an ongoing way to provide feedback to staff as well as monitor and support students.</i>
	Teams meet to discuss progress on IEP goals but rarely discuss progress and instructional practice on grade-level curriculum.	Progress in both general education grade-level curriculum and IEP goals is measured to ensure progress.	Progress in both general education grade-level curriculum and IEP goals is regularly measured to ensure progress, informing ongoing instructional practice and IEP goal development.	
	Few classroom teachers, gifted/talented teachers and special educators regularly communicate and /or collaborate on instructional strategies and progress of students within the grade-level curriculum.	Some classroom teachers, gifted/talented teachers and special educators communicate or collaborate regularly on instructional strategies and progress of students within the grade-level curriculum. .	The classroom teachers, gifted/talented teachers and special educators communicate and collaborate regularly on instructional strategies and progress of students within the grade-level curriculum.	
	Educational support system referrals are often reactive in nature, based upon disability groupings, behavior, individual teacher concerns, and /or external pressures.	Educational support system referrals are sometimes data driven and aligned to the general education curriculum.	Educational support system referrals are data driven, and aligned to the school’s formative assessment system and curricular expectations.	

Adapted from “A Theory of Action” (Richardson, 2009)

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>11. Resources are equitably distributed across all classes and support systems.</b>	Access to educational resources and technology, including AT tools, are available to few students.	Access to educational resources and technology, including AT tools, is available to most students.	Access to educational resources and technology, including AT tools, are available for all students.	<b>STUDENT SUPPORTS</b>  <i>Effective systems have a comprehensive and highly functioning support system in place to address students' academic, emotional, behavioral, and social needs.</i>
	Teachers/students/parents are rarely aware of the resources and technology available for improving student learning outcomes.	Teachers/students/parents are somewhat aware of the resources and technology available for improving student learning outcomes.	Teachers/students/parents are aware of the resources and technology available for improving learning outcomes.	
	Most students run into barriers when accessing the general education curriculum and supports/resources within the school's Educational Support System	Some students run into barriers when gaining access to the general education curriculum and supports/resources within the school's Educational Support System.	All students have access to and benefit from the general curriculum with the necessary and timely educational resources and supports in place.	

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>12. Social and emotional support systems reflect the needs of the students and their resources.</b>	Some support services are available at the school.	Support services are coordinated within the school community, but not yet networked with other outside agencies to serve students with identified needs.	A comprehensive system of support within the school community is networked with community, state and federal agencies to serve students with identified needs.	<b>SCHOOL CLIMATE</b>  <i>Effective systems create a supportive climate that makes all students, as well s adults, feel valued and safe.</i>
	Students and parents are responsible for students' attendance, participation in school-sponsored activities, and gaining access to support services.	Attempts are made to reach out and support students in a systematic way through counseling and health services.	The system ensures that all students are connected to the school in meaningful ways through academic programs and extended day services, a career and/or counseling programs, and health services programs.	
	Some classrooms convey caring, respect, fairness, and a sense of belonging	Students have established meaningful relationships with at least one positive adult role model within the school.	Curriculum, instruction and support services effectively address and focus on the whole child, including experiences within the home, school and community.	<b>EXTERNAL FACTOR</b>  <i>Effective systems actively reach out to their communities and benefit, in return, from community support and resources.</i>
	Administrators and counselors are aware of support services available to students within the school.	Faculty members are aware of and individually use support services available to students on-site as needed.	All school staff members are aware of and use the full range of support services available to students on-site and in the community.	

Adapted from:

[www.ped.state.nm.us/.../Part%204%20St%20%20Learning%20Env%209-25-06.doc](http://www.ped.state.nm.us/.../Part%204%20St%20%20Learning%20Env%209-25-06.doc)

Adapted from "A Theory of Action" (Richardson, 2009)

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>13. Schools develop career and college readiness programs in middle school and continue those programs throughout high school with defined pathways to college, internships, and supports.</b>	Only some students in middle school participate in career education activities that include opportunities for career interest inventories, job shadowing experiences, examination of college entrance requirements, and post-secondary planning activities.	Most students in middle school participate in career education activities that include opportunities for career interest inventories, job shadowing experiences, examination of college entrance requirements, and post-secondary planning activities.	All students in middle school participate in career education activities that include opportunities for career interest inventories, job shadowing experiences, examination of college entrance requirements, and post-secondary planning activities.	<b>HIGH EXPECTATIONS</b>  <i>Effective systems believe that all students can succeed.</i>
	Only some students are encouraged and enrolled in an academically challenging curriculum designed to meet college readiness standards.	A majority of students are enrolled in an academically challenging curriculum designed to meet college readiness standards. The percentage of such students is increasing.	All students are enrolled in an academically challenging curriculum designed to meet college readiness standards. and these courses are connected to specific pathways to college and careers	
	The supervisory union does not collect data on students' post-secondary activities and progress.	The supervisory union is beginning to collect data on students' post-secondary activities and progress and is beginning to use the data to drive program decisions.	The supervisory union collects data on students' post-secondary activities and progress and uses the data to drive program decisions.	
	The supervisory union does not have programs and personnel to support job shadowing experiences, mentoring opportunities, credit for work programs and other experiential learning programs for students.	The supervisory union has limited programs and personnel to support job shadowing experiences, mentoring opportunities, credit for work programs and other experiential learning programs for students.	The supervisory union has programs and personnel to support job shadowing experiences, mentoring opportunities, credit for work programs and other experiential learning programs for students.	
	The Supervisory Union has limited opportunities for AP (Advanced Placement), IB (International Baccalaureate) and/or dual-enrollment.	Student enrollment rates in AP (Advanced Placement), IB (International Baccalaureate) and/or dual-enrollment classes are flat. Success rates in these classes meet the national average	Student enrollment rates in AP (Advanced Placement), IB (International Baccalaureate) and/or dual-enrollment classes are increasing. Success rates in these classes meet or exceed the national average	
	There are no defined pathways to college or career.	There are plans to develop pathways to college and career	<p>The school has developed a number of options for the achievement of a high school diploma and college and career readiness standards, including: early college courses and dual enrollment courses, online courses, technical school enrollment and advanced placement courses.</p> <p>College readiness standards have been identified and all students are supported to meet those standards. There are decreasing percentages of high school graduates needing to take remedial courses in college.</p>	

[http://publications.sreb.org/2006/06E04-Students\\_Ready\\_College\\_Career.pdf](http://publications.sreb.org/2006/06E04-Students_Ready_College_Career.pdf)  
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[http://publications.sreb.org/2006/06E04-Students\\_Ready\\_College\\_Career.pdf](http://publications.sreb.org/2006/06E04-Students_Ready_College_Career.pdf)

Adapted from "A Theory of Action" (Richardson, 2009)

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>14. There are preschool, after-school, and summer programs available for all students needing more support.</b>	There is not a comprehensive data-based system for identifying and supporting students at risk at any level.	There is a limited SU or building- data-based system for identifying students at risk.	The Supervisory Union and schools have a comprehensive data-based system for identifying and supporting students at risk.	<b>STUDENT SUPPORTS</b>  <i>Effective systems have a comprehensive and highly functioning support system in place to address students' academic, emotional, behavioral, and social needs.</i>
	Extended learning opportunities are limited or occur only during the school day.	<p>Some extended learning programs are in place and operational and include preschool, after-school and/or summer programs.</p> <p>There is a written plan to expand the scope of these programs and to add new programs.</p>	<p>Extended learning programs are in place and are operational and include all of the following:</p> <ul style="list-style-type: none"> <li>• Credit-recovery programs to allow students to recover lost credit.</li> <li>• Re-engagement strategies designed to meet the needs of youth who have dropped out of high school or are at risk for dropping out.</li> <li>• Programs designed to meet the unique needs of students who are poor, incarcerated, pregnant or parenting, homeless, and/or in need of special education or English language learner services.</li> <li>• Tutoring instruction beyond what is provided in a normal school day, including non-instructional periods of the school day, before or after school, or during weekends.</li> <li>• Tutoring occurs in small group settings and focuses on remediating missing skills, assisting with homework, preventing later skill gaps and extending learning (e.g., SAT preparation). Tutoring content is aligned with student needs and with classroom-provided instruction.</li> <li>• Extended day programs that offer access to technology, activities and homework assistance.</li> <li>• Summer programs that provide healthy nutrition, activities, and academic support.</li> <li>• Mentors who follow students throughout the school day and encourage them to participate.</li> <li>• School to home liaison.</li> </ul>	

Pg 49, 58 Effective Implementation of School Improvement Grants  
Pg 49 Effective Implementation of School Improvement Grants

Pg 49 Effective Implementation of School Improvement Grants  
(Elbaum et al., 2000). Pg 181 Effective Implementation of School Improvement Grants

Adapted from "A Theory of Action" (Richardson, 2009)

Major Factors	Not evident	Emerging	Strong	Roots of Success-
<b>15. There is evidence of community and business support or partnerships.</b>	There is no system in place to train, screen, and maintain volunteers.	There is an informal system in place to train, screen, and maintain volunteers.	There is a system in place to “train, screen, and maintain volunteers (e.g. parents, college students, senior citizens, peer and cross-age tutors and counselors, and professionals-in-training to provide direct help for staff and students, especially targeted students).”	<b>EXTERNAL FACTOR</b>  <i>Effective systems actively reach out to their communities and benefit, in return, from community support and resources.</i>
	The school does not have a School Community Council.	The school has a School Community Council which meets regularly, but attendance is limited and the meetings serve primarily as an avenue for information dissemination.	<p>The school has a School Community Council comprised of the principal, counselor, social worker, teachers, and parents (typical configuration), with parents constituting the majority of the membership.</p> <p>The School Community Council advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents’ role in supporting children’s learning at home).</p> <p>The Community Councils meets twice each month for an hour each meeting;</p>	
	There is no staff training on collaborating effectively with stakeholders in the community.	The importance of school-community collaboration is understood by most of the staff, but training on effective stakeholder engagement is limited.	The school has taken steps to ensure that all staff—administrators, teachers, and other staff—are willing to collaborate with outside organizations and are provided with training to do so effectively.	
	The school does not conduct regular evaluations, including data collected from all stakeholders, to determine the strengths and weaknesses of services and programs offered.	The school has begun to conduct quality evaluations, but data collected from stakeholders to determine strengths and weaknesses of services and programs offered is limited.	The school conducts quality evaluations regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement	
	There are limited partnerships with the employers in the local community to provide career awareness, internships, job shadowing, and other work-based learning opportunities for students.	The schools has established some partnerships with the employers in the local community in order to provide career awareness, internships, job shadowing, or other work-based learning opportunities for students.	The school has established close partnerships with the employers in the local community in order to provide career awareness, internships, job shadowing, and other work-based learning opportunities for students.	

Adapted from “A Theory of Action” (Richardson, 2009)